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EDITORIALS

A New High Point

Thoughtful perusal of this issue of the Journal of Education will, we believe, convince our readers that a new high point has been touched in interest and service.

A word of explanation may be due regarding the new department headed "Trend of the Times." Here will be found, week by week, a summary of general news and information for busy people. Gathered from many sources, the material in this department will be sure to comprise many items of fresh interest even to those who follow the daily press rather closely. The aim of the department is to assist the teaching profession in the important task of keeping in touch with the world in which they live and labor. The Journal's news columns will be held open to include later news than will be found in most weekly periodicals.

Improvements in typography will be noted throughout this issue. "Grins Between Grinds," originated in this office, has been chosen, at least temporarily, as a heading for our column of humor. The offer of a free subscription to this magazine for one year is still open to anyone who will suggest a better caption; each such suggestion to be accompanied by a brief sample of the kind of stories the sender would like to see in the column.

Nationalizing New England

The static inheritance of the New England of today is at a disadvantage when it comes into competition with the dynamic West. When anyone advocates New England publicity he is sure to meet the enormous obstacle of this static inheritance.

Nevertheless, we venture to call attention, regardless of consequences, to a few of the many demonstrations of the nationalizing of New England despite the criticism that is inevitable.

A recent election of a university president has placed in charge of the oldest, and in many ways the best state university of the country, the youngest of New England's college presidents, from the least known of her scholastic cities—Clarence C. Little of Orono, Maine.

The Charles W. Eliot of the West, by universal acknowledgment; the most eminently active president-emeritus of that region, Charles F. Thwing, of Western Reserve University, Cleveland, is a native of Farmington, Maine, a graduate of Harvard, whose first pastorate was in Cambridge, Massachusetts.

The most prominent university president now or ever in the intermountain region, James H. Baker, president-emeritus of the State University of Colorado, is a native of Maine with education in Maine.

Frank P. Graves, state commissioner of New York, who has had two university presidencies, rendered his first educational service as professor of Tufts College.

Stratton D. Brooks, who created a wonderful State University in Oklahoma, and is giving the State University at Missouri a new birth, was taken from the superintendency of Boston.

David Snedden, one of the most scholarly men on the faculty of Columbia University, went from the state commissionership of Massachusetts.

L. M. Murlin was recently taken from Boston University to the presidency of the most famous university with Methodist traditions—Purdue.

John M. Thomas, recently elected to the presidency of Rutgers College, was until that time the highly efficient president of Middlebury College, Vermont.

Samuel P. Capen, who is making a notable record as president of Buffalo University, is the son of the late president of Tufts College, and had his public school and college life in Massachuetts.

E. C. Moore, director of the Southern Branch of the University of California, Los Angeles, virtually president of a university of four thousand students, was on the faculties of Yale and Harvard before he went to the Los Angeles position.

Dr. H. A. Brown, president of the Wisconsin State Teachers College of Oshkosh, is a native of Maine. This year he received two honorary doctorates in recognition of notable achievements.

Many deans of education, like R. H. Jordan of Cornell, and C. R. Maxwell of the State University of Wyoming, are New England men.

New England men are superintendents of schools all over the country. Prominent among them is Dr. F. W. Ballou of Washington, D.C., who is president of the Department of Superintendence of the National Education Association.

Speaking of national honors, Payson Smith, state commissioner of Massachusetts, was president of the Department of Superintendence in 1924; Miss Mary McSkimmon of Brookline is head of the National Education Association, and Augustus O. Thomas, state commissioner of Maine, is the creator of the World Federation of National Education Associations.

Incidentally it is worthy of note that Ide G. Sargeant, president of the second largest department of education in the National Education Association, is from Vermont; Harold A. Allen, business director of the National Education Association, is from Maine; the president of the department of Classroom Teachers of the National Education Association is Julia A. Sullivan of the Roger Wolcott School of Boston.

It may not be in good form thus to call attention to a few of the many evidences of national appreciation of New England educators, but the temptation is too great to be resisted.

Chicago University's New President

Another of the great universities elects a president after a long wait. The University of Wisconsin went far afield for its president, and one of its faculty takes the presidency of one of the most notable universities in the new world.

We chance to know something of the inside working of each of the four Boards of Regents and it has been illuminating, first, to know college and university presidents who were understood to be available and none of the four Boards seem to have been interested in any prominent college or university president. There seems to have been a spirit of adventure in each case. There are still a number of presidential vacancies, and it will be more than ever interesting to see if the spirit of adventure continues.

President-elect Max Mason is widely and everywhere favorably known, and the fact that the faculty of the University of Chicago seems heartily united in his election is no reason to expect his success to be sure and adequate.

There is something so unusual in the wholesome friendliness of his letter that it presages success:—

"I am delighted to take up this work at Chicago. I am pleased to become a citizen of that splendid city, and I am deeply inspired by the opportunity to work with those men of genius and self-sacrifice in the University of Chicago who are responsible for its greatness."

The surprising feature of the situation is that he seems not to have been prominently considered for any other vacancy. There is no question but that Professor Mason has demonstrated high administrative efficiency in three lines of extra-academic activities.

Colonel Ellicott's Leadership

Colonel Edward B. Ellicott, president of the Chicago Board of Education, has reason to be gratified with the educational situation as the new school year opens. It is the beginning of the first school year of his administration. He has lived up to his initial statement upon his appointment: "I wish to make it plain that I am not seeking a place on the Board of Education. The one important thing is the comfort and education of the children. My mind is free and open on every subject appertaining to the schools."

We have been in the city frequently of late, and apparently the Herald Examiner of August 13 was justified in its statement that "The new president of the Board of Education is

more than pleased with the administration of the educational forces of the city headed by Superintendent McAndrew. It is his intention to work closer with the veteran educational director, and give him the assistance and co-operation necessary for him to run his department according to his professional ideals."

Colonel Ellicott has the confidence of the public. He is a man of large capacity as he demonstrated when a member of the city sanitary board in charge of the construction of the city's famous drainage canal. When he made his initial remark at the time of his appointment to the Board of Education the Chicago Tribune said: "His modesty is equaled by his high sense of honor."

A Dalton Course for Teachers

Miss Helen Parkhurst, director of Children's University School (10 West Seventy-second Street, New York City), originator of the Dalton Plan, is to open at the Children's University School a training course for teachers of the Dalton Plan in October.

Miss Parkhurst had experience in city school teaching and supervisory leadership in the Normal Schools of Ellensburg, Washington, and Stevens Point, Wisconsin, with professional study in Europe as well as America, and through all of her studies and experiences "one eternal purpose ran" to do for children in school groups precisely what they needed individually. It was not individual work in the present popular sense of the term, but it was a school, a genuine school in which every child should get what he needed that all did not need, or get more or less of some things than most children would profit by.

Miss Parkhurst was not following Fred Burk, as Washburn is largely doing at Winnetka, nor just what any one else was doing or is doing, but she developed something applicable to any school in any city under the direction of a teacher who knows just what to do, how to do it, and when to do it.

Fortunately at Dalton, Massachusetts, Mrs. Winthrop Murray Crane was intensely interested in Miss Parkhurst and her masterful educational genius, and Miss Parkhurst demonstrated the feasibility of her pedagogical philosophy, which will be known throughout the world for years to come as "The Dalton Plan" rather than as the "Helen Parkhurst Plan," which it really is.

Dalton could by no possibility provide opportunity for an adequate demonstration of its availability for all ages, for all classes and for masses, hence the Children's University School in New York City.

The success of the Dalton Plan for the greatest city in the New World has been amply demonstrated, so extensively demonstrated that the demand for teachers of the Dalton Plan, and for teachers of teachers of the Dalton Plan, is far beyond the possible supply, hence Miss Parkhurst's purpose to have a school which will meet this great demand for teachers of the Dalton Plan.

Fire Prevention Week, October 4-10

We believe in these "Weeks" and "Days." They connect the school with community life. They make new problems inevitable. They breathe a new spirit into the school.

Yes, they do disturb the even tenor of the school. They do rob the teacher of some of the time she thinks she needs for drill. They do sort of earthquake the "curriculum," and we were quite impatient with so many interruptions, and last April we wrote a savage attack on the "Crime of the Cranks," but before it was in print we were beguiled to attend a meeting of the "Safety Council" of Massachusetts, and were converted to the glory of these interruptions. The elementary school and the junior high school boys and girls got better practice in English, in initiative in independent thinking than we have ever seen in regular class work.

There was no teacher standing book in hand to see if they were accurate in their statements. Indeed, the teachers had mufflers on, sat in silence, but they were smiling proudly at the achievement of boys and girls from every city. They were saying with bright eyes and rippling features: "Bully for you!" and always cheered rapturously.

I was a convert, a 100 per cent. convert, if for no other reason than that every teacher was proud of every boy and girl. No teacher was calling any boy or girl down.

We rejoice that in the week of October 4-10 there will be a little every day or a good deal on one day about the terrible loss by fires of various kinds which average 618 every day in the year, many of which result from someone's carelessness.

Boys and girls will learn a lot and will think a lot that is much more vital than the colon, the least common multiple, the number killed at Gettysburg, or the date of the birth of Zachary Taylor. There will be a rare opportunity for pupils to practice their arithmetic. There are fire losses available for five years in twenty-two causes. Children will get real practice in finding the fire loss each year; the fire loss of each of the twenty-two causes in the five years, and the percentage of the total of each cause.

The total loss by fire from all causes in five years was $322,310,604.

The greatest loss was in 1923, when it was $86,982,833. This was more than twice the loss in 1919, when it was $40,509,192. Pupils should find the percentage of increase each year, and the percentage of increase in 1921 over 1919, of 1922 over 1919, of 1923 over 1919, over 1920, and over 1921.

The Gold Dust Twins of Education

By WILLIAM BENNETT MUNRO

Harvard University

Let the Gold Dust Twins do your work. The twins in this case are the project method and the socialized recitation. Together they constitute the new educational alchemy by which even the most uninspiring teacher can transmute intellectual vacuity and sublime indifference into scholastic proficiency and enthusiasm. They afford a process whereby work can be done without doing it. By utilizing them we can get the whole without the parts, the end without the means, the reward without the effort, the prize without the race, and all the rest of it. At any rate that is what we are sometimes asked to believe.

Yet there is nothing new in either of these pedagogical devices except a new name. The project method has been used in the colleges for more than a generation. What is the doctoral dissertation but a project? The pioneering phases of it, the venture into a new field, the idea of perchance adding something to the world's stock of knowledge—these are indeed the essential earmarks of the much-maligned thesis which is ordinarily required for the doctorate of philosophy. Many college teachers, moreover, have long pursued the practice of setting a seminar of undergraduates to work, collectively, on some "project" which involves fact-finding and constructive research of a limited sort. They have found it a good method, but only for mature students and only when a good deal of professorial supervision can be devoted to it. It has very little value as a method of teaching when applied to freshmen or to other students who have not acquired a thorough grounding in the rudiments of a subject.

And so with the "socialized recitation." It is a method of instruction that has been employed since the beginning of time. Socrates used it; so did Plato; they gathered a group of disciples around them, started the ball rolling and then let the group thresh out the problem. As teachers they merely dipped into the discussion now and then to keep it headed in the right direction. This plan of group-discussion has been used in colleges the world over for many centuries; it has its rightful place in any instructional scheme; but it is far from being the best method to pursue in all subjects and at all times.

We should not confuse the discussion with thought. So long as talking is so much easier than thinking we shall have far more of the one than of the other when we give them equal opportunity. The socialized recitation, as I have observed it, very often deteriorates into a babbling-match with the maximum of talk and the minimum of reflection. The most conspicuous intellectual vice of the average American youth is his readiness to express a definite opinion on any subject, at any time, and to do this without a knowledge of the facts or of the forces which are behind the facts. I have found, for example, that if I ask a group of college freshmen to discuss the wisdom and expediencey of compulsory voting there is hardly a youth in the room who does not stand prepared to give me the pros and cons right off the reel; but if I ask whether compulsory voting has ever been tried in any country, and with what results, I find that not one of them has had the idea of approaching the matter from that point of view. To get the facts is irksome and takes industry; it is much easier to confine the instruction to "opinion-forming" and thus let one of the gold dust twins do the work.

"Teaching is an intensely personal thing. It ought not to be standardized, indeed it cannot be. Nothing can be more fatal to the success of a teacher than an injunction to use some one method to the exclusion of all others."

"To teach is to lead, and no one can ever be a good teacher who does not have the essential qualities of leadership. And whether he can lead more effectively by one method or by another depends upon the nature of the subject, the maturity of the pupils, the personality of the teacher, and a half dozen other factors which vary from one classroom to another."

There is a time-honored admonition, "Teach thy tongue to say 'I don't know.'" It is as much needed in the classrooms of our schools and colleges today as it ever was. To say "I don't know" is usually the last resort of the youthful mind when it ought to be the first. This propensity to answer at half-cock is one of the things that every teacher should do his utmost to curb. It is the product of loose thinking or no thinking at all. Yet it is difficult to see how we are ever going to do it by letting the blind lead the blind, which is what usually happens when the teacher sits back in his chair and lets the classroom indulge its intellectual puerilities without interference.

Learning to think in an orderly, objective way is something that requires careful and persistent guidance. There are many cases in which it can best be achieved by having the teacher think aloud to his students, thus giving them a laboratory demonstration of what orderly thinking is. This will sound like

an attempt to justify the use of the lecture method, which is exactly what it is intended to be. The method of instruction by lectures is the target of many educational reformers today, yet it unquestionably has its place in secular instruction just as the sermon has its usefulness in religious education. Many poor lectures have been given in college classrooms, no doubt; but I have more than a suspicion that poor sermons are occasionally delivered in churches also. I have sometimes wondered what sort of showing the average congregation would make if every member of it were given, at the end of the year, a stiff examination on all that had been discoursed from the pulpit. The result, not improbably, would warrant a conclusion that the sermon is the most ineffective method of religious instruction that could be devised. So let us abolish it in favor of the socialized recitation. Let us leave the text to be discussed each Sunday morning by the more garrulous members of the congregation. They would get rare enjoyment out of it, some of them. Incidentally this plan would empty the churches if anything would. I suspect that it would also empty the classrooms were attendance not compulsory.

Teaching is an intensely personal thing. It ought not to be standardized, indeed it cannot be. Nothing can be more fatal to the success of a teacher than an injunction to use some one method to the exclusion of all others. The function of the teacher, like that of the clergyman, is not merely to present new ideas but to make his hearers feel the surpassing importance of old ones. To teach is to lead, and no one can ever be a good teacher who does not have the essential qualities of leadership. And whether he can lead more effectively by one method or by another depends upon the nature of the subject, the maturity of the pupils, the personality of the teacher, and a half dozen other factors which vary from one classroom to another. It is for this reason, among others, that teachers ought to have every reasonable freedom in devising their own methods; they should be encouraged to experiment, adapt, and try-out, while always bearing in mind that no single method of instruction can have all the merits without any of the shortcomings. If there were any such method the world would have discovered it long ago.

There has been far too much prescribing of instructional methods in the schools. It has been largely the work of swivel-chair experts, the work of men who are in many cases themselves neither scholars nor teachers, but who do not disdain to tell the active teachers what to do and how to do it. Their principal function is to disarrange the methods which thousands of earnest and capable teachers are working out in their own way and to their own satisfaction. To my mind the greatest handicap upon the orderly evolution of our scholastic instructional methods is this fellow who sits behind a roll-top desk at the state capitol pouring forth his hailstorm of circulars, bulletins, questionnaires, and directions.

The social sciences (more particularly school civics) have been the favorite objective of this interference in recent years. The state supervisors have done to civics what the experts of the peace conference did to Europe. It has been the honey-pot around which they have gathered like wasps on a summer afternoon. There is hardly a payroll patriot in any state department of education who cannot tell you why civics ought to be taught, and when, and how; but unhappily there seem to be no two of them who can agree to tell you the same thing. Among them, however, they have managed to deteriorate the subject of civics into a jazz of unco-ordinated topics culled from the whole range of sociology, government, economics, international relations, vocational guidance, nature study, and playground ethics, with a little personal hygiene thrown in for good measure. Like the Department of the Interior at Washington, the high school course in civics has become a sort of spacious pigeonhole into which we have thrust every sort of thing that did not seem to belong elsewhere. The result is a lack of organization in content and a superficiality that has made it, in many cases, the "snap course" of the high school curriculum. The small amount of credit given by the colleges to civics as an admission subject is an indication of the slight value which they place upon it as a contribution to the subfreshman's intellectual equipment. It is not that the colleges undervalue such fields of study as economics, sociology, or political science. Witness the equal credit which they give these subjects with languages, the sciences, and mathematics in their own curricula. It is merely that college teachers know, from long experience, how scant an amount of mental wrestling has been involved in the study of school civics as it is customarily pursued.

But, after all, what does a college teacher know about such things? What does he know about the capacity or the limitations of the twelfth-grade pupil's mind? He knows this, at any rate, that between the college freshman and the high school senior there is only three months' difference—and three vacation months at that. Surely the boy or girl does not become a different individual in that short period. The material which the college takes is precisely what the high school gives. Hence it seems hard to understand why educators should insist upon its being dealt with in these respective institutions by such widely different methods. School administrators are for the most part very intolerant of suggestions concerning instructional methods when the latter emanate from college professors; but why should they be? You cannot get away from the fact that the colleges are training most of the high school teachers of the country, and

doubtless will continue to do so. Thousands of high school teachers go into service with virtually no training in methods of instruction save what they have picked up from their professors in the college classroom. The influence exerted in this rather casual way must be very great. So, if the college professor is completely guiltless of all sound knowledge in the field of instructional method, something ought surely to be done about it.

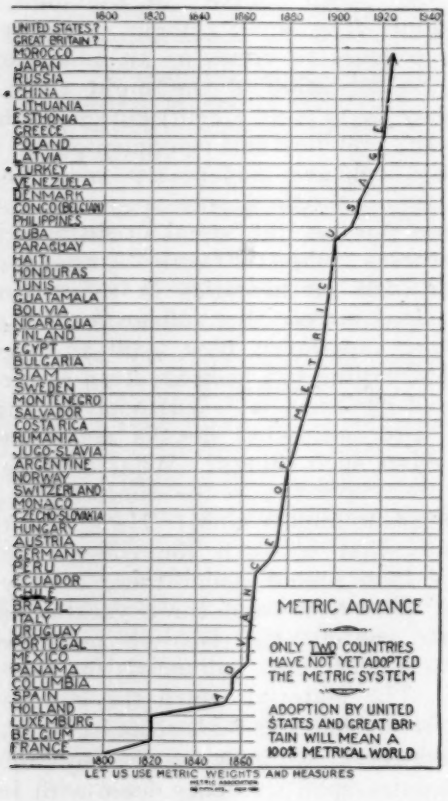
The Metric System in the United States

By M. H. HARRIGAN

New York City

As Artemus Ward said: "The trouble with some people is not that they are ignorant, but that they know so many things that ain't so."

So it is with opponents of the metric system of weights and measures. They raise a hue and cry regarding the cost of change, stating that new scales and measures will have to be purchased, catalogs and blueprints revised, etc. Undoubtedly there will be some expense attached, although most scales used nowadays can readily be adapted to metric weights, and catalogs are reprinted at frequent intervals. But considerable as the expense may be, it will be outbalanced almost immediately by the savings incident to the use of the decimal metric system in place of our present jumble.



It costs to cut a tunnel through a mountain, but the cost is cheaper in the long run than continuing forever to haul trains laboriously around or over the mountain.

Educators state that one year in the school life of every American child could be saved if the metric system replaced our present complicated tables of measurement—arithmetics in metric countries being only half as big as ours. Since there are over 25,000,000 public school children in our country being educated at a cost of about $800,000,000 per year that saving alone would be considerable.

Germany, which adopted the metric system in 1871, and Japan, which is just completing the change over to the exclusive use of metric weights and measures today, are both highly industrialized countries, yet they experienced no serious difficulty in making the change. It is well known that industries in this country also have gone over to the metric system without any interruption or appreciable cost. Examples are the De Laval Separator Company, the Waltham Watch Company, and the new factory of the Goodyear Tire and Rubber Company, which use the metric system exclusively. Factory managers testify that American workmen learn the metric system rapidly, and work with greater speed and accuracy in that system.

The promotion of understanding with other nations tends to promote world peace and prosperity, and the cost of not adopting the system of weights and measures used by every civilized nation in the world except the British and ourselves may exceed in a single generation the cost of making the change.

Only those closely in touch with the situation realize how far the United States, legalizing the metric system in 1866, has actually gone towards its general adoption. We belong to, and help defray the expenses of, the International Bureau of Weights and Measures, where is kept the meter bar and kilogram weight, the standards for the world. We belong to the International Postal Union, whose rates are based on the gram; and to the International Institute of Agriculture, whose crop quotations are given in metric tons. Our jewelers employ the world carat, two-tenths of a gram. Both in Canada and the United States the basic measurements in the Coast and Geodetic Surveys are made in the metric system. In science, as chemistry, physics, dietetics, the electrical industry, etc., metric units are used either largely or exclusively in America as throughout the world.

In fact the average American to be ordinarily intelligent must understand the metric system. For he reads day by day in the radio program: Wave lengths given in meters, WRC, Washington, 469. Or on the sport page: "Nurmi breaks world record in 5,000 meter race"; in a preparedness article: "Our own ordinance

department," says Colonel Walsh, "has designed a 75 millimeter gun with twice the range of the French soixante-quinze used in 1918"; from the Harvard-Boston archeological expedition: "The new tomb, supposed to be that of the Princess Nebti-Seneferu, of a dynasty of 5,000 years ago, is situated about 100 meters due east of the Pyramid of Cheops." Five years ago newspapers carefully translated metric measurements, giving the value in pounds or feet in parenthesis. Now translations are omitted, the editor expecting his readers to know at least sufficiently accurately what a meter or a kilometer is.

In the evolution of weights and measures we have left behind the Biblical cubit, the stone (though this weight is still used in England), and the hand, now used only in measuring horses. The foot and the other non-decimally related units will eventually follow. The sooner the confusion and irregularities of the old standards give way to the simplicity and the universality of the metric, the better off our country will be.

As Dr. Arthur E. Kennelly, of the Massachusetts Institute of Technology, says: "We believe that it takes about one-tenth of a second for a wave to get from the radio station here around to the Antipodes; therefore the most distant individual on this world from us is one-tenth of a second away. Is it possible that on such a world we can indefinitely maintain differences in weights and measures. I maintain that it is impossible. We must all come to the metric basis."

When the metric system is adopted for general use the pound and yard and quart may remain, but they will be metric pound, equal to 500 grams, metric yard equal to one meter, and metric quart equal to one liter. The only difference will be that the new or world pound, quart and yard will be about 10 per cent. bigger than those we use at present.

With the metric system we will enjoy the enormous advantages of decimalization which we already enjoy in our coinage.

WORLD METRIC UNITS
in comparison with old unstandardized units.
OLD LIQUID QUART (U.S. AMERICA)
WORLD QUART (LITER)
OLD POUND (AVOIRDUPOIS)
WORLD POUND (500 GRAMS)
RELATIVE SIZE OF OLD POUND AND WORLD POUND (500 GRAMS) WEIGHTS
10% DIFFERENCE
RELATIVE SIZE OF OLD QUART AND WORLD QUART (LITER)
5% DIFFERENCE
OLD YARD
WORLD YARD (METER)
RELATIVE SIZE OF OLD YARD AND WORLD YARD (METER)
10% DIFFERENCE

The figures show comparative sizes of the standard world metric units, and like units in use today principally in the United States, Canada and the British Isles.

The principal business of a university is to teach people how to think, and thus enable them to avoid error and injustice. But that is not incompatible with the assiduous cultivation of science in laboratories and libraries. Scholars who are engaged in research and investigation follow strict and exact methods which should be applied in dealing with the less exact social sciences—politics, economics, administration. Moreover, the pure scientist need not be isolated. The popularization of advancing knowledge is one of the most grateful and valuable functions of modern universities. If the mass is not instructed, if learning is a privilege of a small class, such reactionary manifestations as anti-evolution statutes or futile resistance to new inventions are unavoidable.—Max Mason.

The Teacher Outside the Classroom

By SUPT. W. H. BUKER

Rochester, N. H.

The public school teachers have today greater opportunities to serve than ever before both in and outside the schoolroom. In fact opportunities for such service in many sections of the country have become so numerous that many school boards have formulated general regulations as to the types of the community services that the public should expect of its teachers.

The teacher's first duty is to do efficiently her work in the classroom. We, as supervisory officers, must take a firm stand in behalf of the teachers and pupils and not allow the many demands made by the community to encroach upon school time. There is a strong movement by many organizations to dictate that the problems of their particular association should have a place in the curricula. The subjects are often essential; and in many instances should have a place in the program, but school boards should always reserve the right as to how these courses are taught.

Fifty years ago the school teacher played a greater part in the community life than today. His opinions in town affairs concerning educational problems were weighed. This was no doubt largely due to his being a permanent resident. Today a great per cent. of our teachers group together during the school year; leave the city in June, and far too large a per cent. of them fail to return in September. And even during the school year we have a small per cent. of "week-end" teachers. This type of teacher is not giving the best to the city from which he draws his salary.

Teachers should become members of at least one fraternal organization, play some part in the church schools, become members of the boys' and girls' clubs, or members of Women's or Men's Clubs. We must know the parents of our children. Is it true to say that in a city of 10,000 or over the average elementary teacher does not know in June, one-third of the parents of the children in her room? Here is where the rural teacher has the advantage over the urban teacher.

As a parent I expect from my boy's teacher:—

A leader who plays the games that the normal boy ought to play, the "group games," where each can be a spoke in the wheel. Why should not supervising officers require the teacher's "Plan Book" to contain games that are played at recesses as well as plans for reading? A teacher who can hike, fish, ski, supervise track events for the adolescent boy or girl, has solved many of her classroom problems.

My boy would like to have his teacher meet his mother and father and spend a Friday or Saturday evening with them. It is very easy for the teacher to get an invitation to the home of the ten or the fourteen-year-old boy. Boys' hobbies are a part of their lives. Many a twelve-year-old boy today can tell the average teacher more about the radio than she ever can expect to know. The teacher who becomes acquainted with the boy in his home can usually depend on the backing of the parents in the schoolroom.

As a father I expect my boy's teacher to use good English outside the school building. Are we not hearing too often teachers before their own pupils violate the grammatical principles they have taught only a few minutes before?

"The Village Gossiper"—do you know her? I know of no profession whose members can afford to discuss neighborhood feuds. Certainly the teacher cannot be a participant in family quarrels. Let us forget the disagreeable things that are often repeated in the smaller communities.

The school people of this country are wasting more time than other professions. The average lawyer, doctor and business man cannot give up his business in June and not return to it until September. The teacher ought to spend in professional training or travel at least one of every three summers. Competition will soon be much keener. The time is not far distant in this section of the country when every elementary public school will be able to have a normal trained or experienced teacher. Thus, as a parent, I shall want my boy's teacher to be improving her summer vacation in study or travel. Is not a four weeks' vacation and the numerous holidays we are now having sufficient for relaxation?

Is the average teacher selling education through the press?

One New England city with which I am well acquainted has each school week at least four columns of school items in its local papers. These are written by the teachers and pupils. The writer knows of no city in New England of its size where teachers are keeping the public better informed as to its schools. Other towns and cities might well follow this city's example.

Not only should teachers be loyal while employed in the classroom but in their social activities outside. Many a teacher is doing more than she realizes when a kind remark is said concerning her school board. Any grievance a teacher may have with her principal should be discussed with the principal and possibly with the superintendent, and then if this grievance is not remedied to her satisfaction she should carry it no further but at the end of her contract look elsewhere for a position. There are, of course, exceptional cases where a

teacher should present her case to the school board, but these times are very few.

A teacher probably can do more to influence a boy to continue in school than any other person, parents being excepted. This should be ever present in the minds of the upper grade teacher. There is far too heavy a mortality in the seventh, eighth and ninth grades of our public school system. I hope my boy's teacher will many times during the year remind him of the importance of continuing in school.

It is largely our own weakness if we do not get what we need for public education. Let us take account of stock and see wherein we are weak, and where we can be of greater service to the community. However, let us not forget that the teacher's first duty is the classroom, but that all teachers must become better acquainted with our adult constituents.

The Companion Class Plan of Sacramento

By J. R. OVERTURF

Assistant Superintendent

The purpose of this article is to describe the plan of organization in the Sacramento schools from the first to fifth grades inclusive. It is known as the "Companion Class Plan," and has been in operation for several years. In fact it was officially adopted by the Board of Education on May 11, 1916, on recommendation of Superintendent Charles C. Hughes, that the companion class plan, including the necessary lesson and time schedules, be adopted for the Sacramento city schools. Several schools of the city had been operating under this form of organization for a number of months previous to its formal adoption. The following are the dates of inauguration of the companion class plan in the schools of Sacramento: Bret Harte, May, 1916; Coloma, May, 1922; David Lubin, November 21, 1922; Donner, September, 1922; Fremont, September, 1923; Jefferson, February, 1916; William Land, September, 1915; Lincoln, February, 1916; Marshall, September, 1916; McKinley, September, 1917; Newton Booth, February, 1923; Sierra, September, 1916; Stanford Elementary, February, 1923; Washington, April, 1919.

Coloma has the smallest enrollment, 305, and Lincoln the largest, 1,122. The sixth, seventh and eighth grades are included in these enrollments in all schools except Jefferson, which is an elementary school only. The plan is in use in all but two of the elementary schools.

It is probably entirely in order, since the N. E. A Research Department is trying to get our feet on the ground relative to educational nomenclature, to suggest that we believe that "companion class" comes more nearly describing than any of the half-dozen names do.

The plan was not primarily for the purpose of increasing housing capacity, although it does increase the capacity of a plant, but it was developed for the purpose of giving a better balanced program of work, study, and play.

The plan does not require special teachers. Special activities are added to the curriculum, and these are all conducted outside the regular classroom. The regular classroom teacher, for each group, is in charge of the group throughout the entire day, in the regular classroom academic work, in the gymnasium or on the playground, or in the auditorium and other special rooms. The lunch hour comes at different times for the companion classes. No relief teachers are required.

Sacramento has sixteen elementary buildings, all but three of which have been designed for companion classes. The plan provides for an auditorium equipped with a moving-picture booth, a music room, an elementary science room, an elementary drawing room, and an elementary manual training room, and either a gymnasium or covered and heated play spaces. These buildings are also well equipped for domestic science with a model apartment, manual training, science, art, etc., as most of them house sixth, seventh and eighth grade children. We are just beginning to develop a junior high school program. The sixth, seventh and eighth grades are all departmentalized and require the special rooms above mentioned, but have nothing to do with the companion class organization, except the two types of schools in the same building do, to a very small degree, get in each other's way. This conflict is slight in the use of the auditorium, and very slight on the playground, which only comes when a brief period of ten minutes is allotted each half day to the departmental children.

The plan in the elementary school is worked on the theory that special subjects can best be taught in a room equipped for that particular subject, and in an atmosphere of its own. All but foundation subjects are taught in special rooms. Since this is the case, each classroom would lie vacant during such time as the class regularly occupying it was out of the room taking special work, were it not for the companion class, which always moves in. One group of children uses the lockers of the movable desks for their books and supplies, and the other group uses special lockers, which are built in units and placed off the floor at the end and in one corner of the room. Sacramento makes all of its school furniture, including

teachers' desks, tables, chairs, pupils' desks, etc,. and these, as well as the lockers, are all standardized. The classroom has a hallway at each end for the two different groups. One building is equipped with toilets in each hall, which gives an ideal condition in this particular.

The traditional subjects are referred to as foundation subjects, and are conducted during the "in" periods of each class. The special subjects are programmed for the "out" periods. The two individual classes making up a companion class group are known as the "alpha" and the "beta" classes.

Sacramento does not have a research department, but standardized tests are used. The results of these tests indicate that its work is up to the standard in the foundation subjects.

In the first and second grades reading and spelling received attention 25 periods a week; language, 3; number work, 3; penmanship, 5 times a week. In these two grades applied work, drawing has 4 periods a week; music, 5; manual training, 3; and nature study, 3. Conduct stories, 2; history stories, 2; physical training and play, 15.

In first two grades foundation work, drawing and music are in the classroom. All other activities are out-of-classroom.

Third, fourth and fifth grades have 32 periods for foundation recitations and 18 for study. Applied work has 30 periods.

A Beach Lesson in Geography

By ROSE A. YEOMAN

Revere, Mass.

In this school the pupils are classified according to ability. In a fourth division land and water forms in geography held very little attraction for the children. This being a part of the course of study, it had to be taught. After trying pictures and drawings without creating interest, the teacher, in despair, asked for suggestions.

"Why don't you take the class to the beach and give the lesson there this afternoon?" The teacher gasped. It was work enough to conduct a lesson in the classroom, what would one be like out of doors? But she went to work on the "preparation." Groups were assigned special work.

Procedure.—The class marched to the beach. They took up, first, isthmus; the long narrow neck of land between Lynn and Nahant was talked about. Many of the children had been over that piece of land and knew what they were talking about now that they could see it as an isthmus. Peninsula—Nahant. Cape or promontory—Point Shirley, Bass Point. Islands. Then work in the sand was begun. A river system fed from miniature lakes—a water shed or divide. Mountain peaks—ranges and a system. Tableland or plateau. And so on till many of the forms had been modeled. The hour was up before all that they had planned to do was done.

There was no lack of interest, and the interest carried over for several lessons.

A class of special pupils (low mentality) decided that geography was not for them. As they expressed it, the geography was "no good." The truth was they were such poor readers that they could get little from the book. Just at a critical moment the principal came in and noting the seriousness of all, asked about it. They were perfectly free in expressing themselves about geography. "I see," said she, "it is not geography that you dislike, it is reading."

"Why don't you make your own geography? What about your country do you want to know?"

One boy wanted to know about fishing. "Very well, begin with salmon. Write to Alaska for information."

"Who to?" said he, enthusiastically.

"Take a wrapper from a can of salmon. Find the address of the canning company."

A long type-written letter was received by this boy on the "Canning of Salmon." A good geography lesson on Alaska was motivated through this letter.

Another was interested in Florida. A family had gone south for the winter. By writing them, a fine box of specimens of Florida flora was sent to the class, also post cards, and a long letter giving much more information than the geography contained concerning that state. Every pupil got into some line of special interest.

Letters had to be correctly worded and spelled, and legibly written. When satisfactorily done they were copied on the official stationery of the school and mailed. The pupils wrote for exhibits. They wrote to Chambers of Commerce and to various departments of the government. Oh, the joy of receiving a letter (one's very own) to read as a part of the geography lesson.

This class had a fine classroom exhibit at the end of the year. And they did use those "no good" geographies every time they wanted to check up something from a letter with what the "book" said, to see if they agreed.

Elementary School Principals

By A. E. WINSHIP, Editor

The most important present-day achievement in American education is the prominence attained by the elementary school principals. They are in capital letters now for the first time. They are no longer mere classroom teachers promoted, nursing aspirations for a high school principalship, or dabbling in some outside business in order to provide for the time when they will be retired at sixty-two, sixty-five, or at the latest at seventy.

The elementary school principal is no longer scared lest his teachers whine at him or scold about him; lest the supervisors ignore him, or the superintendent use him as an errand boy, or throw upon him all undesirable responsibilities in dealing with teachers whom the supervisors dislike professionally or personally.

The new deal is apparently due to the Department of Elementary School Principals of the National Education Association, which has come into great prominence in the last five years under the skilful management of a group of devoted and brilliant men and women represented by their presidents, Leonard Power of Texas, Worth McClure of Seattle, W. T. Longworth of Kansas City, Missouri, Mrs. Jessie B. Fink of Grand Rapids, Michigan, and Ide G. Sargeant of Paterson, New Jersey.

We have taken unusual interest in the evolution of this prominence to which we were first attracted by the remarkable achievement of Ide G. Sargeant, principal of School Number Ten, Paterson, New Jersey, who was largely responsible for the leadership of the elementary school principals in the State Association of New Jersey.

The elementary school is the unit of democracy. A Republic is no stronger than the elementary schools in cities, than the consolidated or union districts in counties, or than supervised rural schools in isolated communities.

While the classroom teacher is the spark plug that electrifices the intellectual motor of the individual child it is the elementary school that unifies the force in the cylinders that make the wheels go round with the vitalizing power that carries the civic, industrial, social and moral functioning into the community as the unit of democracy.

The elementary school is the only community activity which officially reaches every child who is to bear the burden of home and government industrially, commercially and professionally, socially, civically and morally.

The elementary school principal creates, maintains and projects this unit of democracy into the tomorrow of America.

Through the elementary school principal the superintendent must carry his administrative messages to the classroom teachers and through them to the children, who will take the spirit of the clarified and purified democracy to the homes of the community.

Through the elementary school principal the supervisors must carry the influence of their message of classroom methods, or of special arts and crafts, to the teachers who alone can carry any message of science or art, of fact or philosophy, of spirit or devotion to children and through them to the people.

The elementary school principal is to the school system what the functioning manager is to the industrial plant, or the commercial institution. The functioning manager is responsible for results. No change is ever made in machinery, in methods, in arrangements of any kind except through him. Nothing that affects the product or the processes that produce the product ever reaches any one except through some functioning manager.

Now, the elementary school principals will know in advance what each supervisor expects the classroom teachers to produce by way of results.

A music or art supervisor, or a subject-method supervisor will no more go to the classroom teachers with some new scheme without the entire corps of elementary school principals knowing and approving of the departure than a man would go from the Studebaker plant to the Dodge plant and tell the workmen what to do, when and how to do it without the knowledge of the functioning managers.

The traditional nonentity of the elementary school principal in supervision of school subjects is as much out of date as a yoke of oxen would be as the motive power of an airplane.

The elementary school principals are a part of the system, and no one of them can run his school in some pet fashion any more than any teacher can be allowed to have her pupils use method textbooks which she happens to like that no other children in the building use.

The whole school system from bottom to top, the whole plan of community democracy is involved in the new and noble recognition of the elementary school as the unit of the Republic and the elementary school principal as a commanding figure in all this.

It will disturb many traditions, especially with the incoming of the Junior High School, whose principal will instinctively feel that he is higher than the elementary school principal, because the pupils of the fourth, fifth, and sixth grades have become students in the seventh, eighth and ninth grades, and he may be a good deal disturbed as the Senior High School principal will be when the salaries of the three classes of principals are the same as they are sure to be.

The principals that have the guidance of children for six years, in the most formative period of the lives of these children, will never be treated as if their work was less important than that of teachers of subjects. The elementary school principal deals with children, and not with subjects, and in the dawning of a new America there will be no less reward for teaching children than for teaching subjects.

The traditional claim that the teachers of subjects have devoted more time to preparation than teachers of children will be laughed out of court when the spending of public money is under consideration.

Mount Vernon, New York

As was attractively demonstrated in the recent "Self-Survey," Mount Vernon, New York, William H. Holmes, superintendent, is bristling with important achievements. There is always something a-doing there.

One of the principals, Jasper T. Palmer, at the recent "Know Your School Week," had an attractive and valuable leaflet which contained among other things the following inspiring paragraphs:—

Our school aims to guide its boys and girls in such a way that they will not only make the most of their present school work, but become good and useful citizens.

A Healthy Body is essential to moral, educational, and civic success:—

Our boys and girls are given physical examinations each year, and defects are followed up by the health teacher. A dental hygienist examines the teeth of all the children annually and recommends needed attention.

Each class is inspected daily, under the supervision of the home room teacher, on ten health points having to do with bodily cleanliness.

Four times daily a two-minute setting-up drill is conducted with each class. At 10.30, daily, groups of boys and girls go out for a fifteen-minute supervised recreation period.

A posture test is given in every class, monthly.

A Healthy Mind is essential for happy and effectual school work:—

Boys and girls of the school have adopted a school code to which they subscribe. They believe in being honest, respectful, and obedient, courteous, loyal, orderly, clean, cheerful, sportsmanlike, prompt, and thrifty.

Through the school's guidance work boys and girls are given recognition in helpfulness, responsiveness, carefulness, reliability, initiative, etc., as well as in the virtues listed in their school code.

Every Tuesday morning a period is set aside for a practical lesson in morals and manners.

Through the school and class organizations, assembly work and the socialized recitation, boys and girls are given every opportunity to exercise leadership and practice democratic methods of co-operation.

Our school is organized for The Best Educational Progress:—

The departmental plan of organization affords an opportunity for instruction in all subjects by teachers who have a special preparation in their particular lines of work.

Courses of study and work are adapted to the interests and capacities of the children.

Time is set aside for individualized instruction, making it possible for teachers to study individual needs more closely.

A thorough groundwork in the fundamentals of English, reading, spelling, writing and arithmetic is established through daily drill and practice. In addition, the social sciences, music and art, have their place in the weekly programs of the school.

BOOST.

Boost your city,—Boost, my friend,
Boost the church that you attend;
Boost the street on which you're dwelling,
Boost the goods your city's selling;
Boost for every good improvement,
Boost for every forward movement.

Boost the folks with whom you labor,
Boost your friendly next-door neighbor;
Boost your city's public schools
Boost the Youth—both boys and girls;
Boost the things that Nature gave you,
Boost for every civic issue;
Boost from New Year's to December:
Boost —and, Be A Civic Booster!

—Maude Moore.

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Personal and Professional

A. K. LOOMIS has been appointed director of the department of curriculum revision in the Denver Public Schools.

For more than three years the revision of the curriculum has been actively in progress under the supervision of Deputy Superintendent Threlkeld and with the assistance for two years of Dr. Thomas L. Hopkins, professor of Education, University of Colorado, and for one year of Professor W. D. Armentrout of the State Teachers College, Greeley, Colorado.

Near the close of the last school year the Board of Education accepted the recommendation of Superintendent Newlon that the work of the revision of the curriculum should be a continuous program and established a permanent department.

Mr. Loomis is a native of Michigan. He obtained his Bachelor of Arts degree from Baker University, and his Master's degree from the University of Kansas. In addition to this he has spent considerable time at Teachers College, Columbia University, in advance study.

His teaching work has included positions of high school principal and city school superintendent in various schools in Kansas. He has taught in the summer schools of the University of Kansas, College of William and Mary, and University of Missouri. During the past year he has been research assistant at Teachers College, Columbia. Early this season he was elected to a position in the department of education at the University of Kansas, but was released to accept a position in Denver.

Mr. Loomis took up his new duties September 1, 1925.

S. R. WINCHELL, who died in Chicago on July 15 at the age of eighty-one, was nationally prominent in education forty years ago. He was the editor and publisher of an educational weekly for a time, was the Western manager of the New England Journal of Education; was later on the faculty of the State University of Illinois, and later was one of the editors of the textbooks in Ancient Languages published by the American Book Company. He was a highly public-spirited man, a leader in several important crusades.

ARTHUR LORD, who died recently, was one of the vital factors in the Silver, Burdett Company from the beginning until his death. He was also one of the very eminent men of public affairs in Boston, especially in the promotion of everything relating to New England history. He was long time president of the Massachusetts Historical Society, a position he occupied at the time of his death. In the early days of Silver, Burdett & Company, when we were in several ways closely associated with the founder of the company, I saw much of Mr. Lord, and greatly admired his masterfulness. He was prominent in the Massachusetts Historical Society for more than forty years.

FLORA J. COOK, principal of the Francis W. Parker School, Chicago, is the highest authority in the world on progressive education as exemplified and promoted by Francis W. Parker in Quincy, Massachusetts, in the 'seventies, and in Chicago for near a quarter of a century. As principal of the Francis W. Parker School in Chicago Miss Cook is demonstrating every phase of his faith, especially, now, his conviction that the creative features of the child's activity should be given full play.

WILLIAM H. ZEIGEL, dean of the Missouri State Teachers College at Kirksville, on whose faculty he has been for eighteen years, goes to Cleveland, Mississippi, as Dean of Education in the Delta State Teachers College, which school is expecting to have a half a million building program in the near future. Dr. Zeigel has been one of the notable factors in the professional advancement of Kirksville.

C. R. STONE, Munhall, Pennsylvania, a Pittsburgh suburb, is one of the sanely progressive superintendents of the country. He is a leader of the community, of the students as well as of the teachers. He has issued fifty-seven bulletins during the year, and each of them has been a real message, live thought, which has made teachers, students, patrons do some live thinking. After ten years of this service the community endorses his leadership by an increase of salary.

PRINCE L. CAMPBELL, president of the State University of Oregon at Eugene, has passed on after a serious illness. We knew him intimately since 1896, and in 1923 we were with him at his university. At that time he seemed to be in the best of health, and was entering into the campaign to raise $10,000,000 for the university.

But better than anything we could say is the following personal letter from L. R. Alderman, of Washington, D.C., received on August 21:—

"I have a telegram from Plummer saying that President Prince L. Campbell of the University of Oregon is dead. I do not know how well you knew him. To me he was one of great men in educational work. He was great because he was always optimistic and full of suggestions for betterment of the human race. He never was too busy to talk with young people about their problems. It was natural for young men and women to tell him their plans. His influence upon the young men of the university was strong. Many a young man after talking with Prexy, as he was called, made up his mind to do right because it was right. Personally I owe him a great debt. A talk with him made me want to teach and as far as possible be like him.

"You may not know that his father founded the Oregon Normal School at Monmouth. Later young Prince became its president, and for nearly fifty years his influence for clean right living has been felt all over the Western part of the United States.

"I have had many people here in Washington tell me that P. L. Campbell was one of the finest men they ever met."

Do You Know What It Means to Be Free from Worry?

Human life would be greatly lengthened were it not for worry about the future.

Half the illness in this life is caused by worry over things that could be prevented, or that never happen, and half the recoveries are postponed by the same cause.

Worry means lowered vitality, premature old age, reduced efficiency.

Freedom from worry means just the reverse, and as a result, greatly increases professional success.

Of all workers, it is most important that the Teacher be free from worry.

Like Sin and Disease, Worry should be banished from the world, and would be, if everyone co-operated for mutual benefit and relief, in some similar way to that by which the T. C. U. has banished worry for Teachers.

How the T. C. U. Banishes Worry for You

Pays $50.00 a Month when you are totally disabled by accident or confining sickness.

Pays $11.67 a Week when you are quarantined and your salary has stopped.

Pays $25.00 a Month for illness that does not confine you to the house, but keeps you from your work.

Pays 20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

Pays $333.00 to $1500 for major accidents or for accidental loss of life.

Pays Double these benefits for travel accidents sustained through railway, street car, or steamboat wreck.

Pays Operation benefits in addition to other benefits if your policy has been in force for one year.

Larger Benefits—Policies issued for increased benefits at proportionately increased premiums, for those educators receiving larger pay-checks.

These Teachers Have Learned How to Banish Worry

Miss Ella V. Dobbs, Columbia, Mo., wrote: "The peace of mind which comes from knowing that there is a friendly organization to depend on in case of emergency is worth more than the cost, even though one never has occasion to present a claim."

Miss May Ventioner, Lenora, Okla., wrote: "I think the T. C. U. is a great thing for teachers. There is nothing to lose, for if you are not sick you are winner, and if you are, you get pay. I have been a member of the T. C. U. over two years and I think it's wonderful."

J. M. Hammond, Principal Washington School, Sandpoint, Idaho, wrote: "It is a great feeling of security to know that if sickness or accident overtakes me, the T. C. U. at once becomes paymaster, affording ample means for myself and family until health is restored."

Miss Ina E. Gittings, Tucson, Ariz., wrote: "There is no investment so assuring and so reasonable as this. The T. C. U. are entirely friendly and do not try to evade their responsibilities."

Cut Off and Mail This Worry-Chasing Coupon

It commits you to no action. It implies nothing except that you would be interested in reading our Proposition to Teachers. It will be followed by no personal solicitation.

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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

THE JUNIOR-COLLEGE MOVEMENT. By Leonard V. Koos, University of Minnesota. Cloth. 435 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

No one questions the permanence and virility of the Junior College Movement unless he constitutionally objects to any modification of anything traditional or conventional.

The junior college is as natural as is the junior high school. It is what the college is to the university. The junior college was foreordained when the one-room school was succeeded by the grades.

The development in seventy-five years has been steady. Until seventy-five years ago a grade was merely a one-room affair. The teacher in a grade was as independent of any interference as was a rural teacher.

The principal was simply the teacher of the ninth grade who looked after the recess period in a general way, each teacher looking after her pupils as they went out and came in.

It required fully twenty years to eliminate the ninth grade. In many cities it was not accomplished until quite recently, not until a generation of principals had been retired by an age-limit law.

The opposition to the junior high school has not been half as intense as to the elimination of the ninth grade, and the opposition to the junior college is not half as great as it has been to the junior high school.

The ease with which the junior college is coming intensifies the need of professional enlightenment as to the why and the wherefore, as to the ways and means of securing prompt efficiency under the rearrangement. This need makes "The Junior College Movement" by Leonard V. Koos of supreme importance. It comes at the right time, presents the historic background in the best way, and deals with the various problems administratively and educationally with the required virility.

"The Junior College Movement" makes an appeal which cannot be safely ignored by any students of education, especially by students of secondary education and certainly not by students of administration. Its message is as clear as its mission is important.

HIGH LIGHTS OF GEOGRAPHY: NORTH AMERICA. By David Starr Jordan and Katherine Dunlap Cather. Cloth. 576 pages. Illustrated with maps and with photographs, including airplane views. Yonkers-on-Hudson, New York: World Book Company.

This is the story of North America as it has never been written before, as it will never be written by another, for no one has ever seen geography as David Starr Jordan has seen it, and certainly no one tells anything as he tells it.

This book has been written because Dr. Jordan was telling Casper W. Hodgson's children about the creation of the Palisades on the Hudson with such vividness that the youngest of the group were as interested as were their scholarly parents.

American geography has been our major from childhood, and yet we were never more fascinated by the facts or the literature than we have been as we have stolen time to read into this marvelous book.

This is real geography. It should be carefully read in every school in the civilized world as well as in America. It is as fascinating for children as "Little Women" ever was, as full of creative science as geology ever was, as full of the ingenuity and mastery of animal life as zoology ever was, as full of inventive genius as any biography has been, as full of the virility of history as any masterpiece of literature has ever been.

To deny any child the privilege of having this series of stories and of learning therefrom will be a tragedy, for in no other way can any child know the mountains and plains, the lakes and rivers, the fields and forests, the native Indians and the white pioneers, the lumberman and the fisherman, the miner and the quarryman, the factory and the farm as he will learn of them here.

While "High Lights of Geography" takes the place of no textbook on geography, all textbooks on geography combined cannot take the place of "High Lights of Geography," which is the creation of David Starr Jordan, the world's most fascinating student of creation from earliest times to our children's day. The "High Lights of Geography" are dressed and redressed, moulded and fashioned by Katherine Dunlap Cather, a geographical landscape architect and a charming costumer of scenes and sentiment.

FORMATIVE FACTORS IN CHARACTER. A Psychological Study in the Moral Development of Childhood. By Herbert Martin, Ph.D., Drake University, Des Moines, Iowa. New York: Longmans, Green and Company.

We know of no institution that could more naturally and normally give America a satisfactory book on "Formative Factors in Character" for the schools than Drake University, which has given America a noble group of teachers in schools and colleges skilful in character forming through sane and soulful religious thinking and living. Dr. Walter Scott Athearn of the School of Religious Education, Boston University, the notable leader in Religious Education, is a sample of a vast number of religious leaders sent forth by Drake University, and Dr. Herbert Martin is one of its notable leaders of today.

Most fortunately this book comes into action at this time when, more than at any other time, there is need of a book thoroughly religious that has no tendency to stir up strife between the truths of science and the beliefs of religion, a book that links morals and religion instead of magnifying differences among good men whose discussions tend to divorce morals from both science and religion.

We wish it were possible to have all teachers and students read the last chapter, the chapter on Religion and Morals, first, for we know of no other twenty pages that are as ennobling and inspiring as are these.

Here are characteristic sentences which throb in every paragraph of these pages: "Self cannot be departmentalized into the scientific, the artistic, the ethical, and the religious. . . . Morality ensouled merges into religion. . . . Religion lends outlook and power to ethics."

The three hundred pages which make the approach to the glorious uplift of the concluding pages lead by way of the Psycho-Biological and Psychological to the Social and Institutional..

There are three chapters that are sublime common sense: "The Home and Morals," "The School and Morals," and "Play, Work and Morals."

Here are a few thrilling sentences: "The next great human advance may be intimately related to a new and

more intelligent appreciation of the significance of the home. . . . The home is being transformed from a shrine into a convenience. . . . The fireside has been superseded by the radiator, the cotter's Saturday night by the 'great white way.' . . . The father's spiritual participation in family life is by practice, his mode of practice is absent treatment. . . . The home is more than a place. Its purpose is the production of persons."

Dr. Herbert Martin has given the school a book with which every teacher and school official should be familiar, a book the study of which will make a child a better American, and America a better place in which to prepare every one for the Better World.

THE STORY OF HUMAN PROGRESS. An Introduction to Social Studies. By Leon C. Marshall, University of Chicago. Cloth. Illustrated. 540 pages. New York: The Macmillan Company.

Professor Marshall and his publishers have taken a long step forward in presenting the contrasts in domestic and social, industrial and commercial life. "The Story of Human Progress" is brilliantly ingenious in heading all progress through discovery and invention, through improvement in transportation and transmission of news, through achievements in science and artisanship to the improvement of living conditions in health, in comfort, in earning more and spending better. We have never seen the material and social progress of the world so wholesomely and aspiringly presented.

ANTOLOGIA DE CUENTOS AMERICANOS. Edited, with exercises, notes, and vocabulary, by Lawrence A. Wilkins, director of Modern Languages in the High Schools of New York City. With a critical introduction by Federico de Onís. Cloth. xxiii+287 pages (123 pages text). Illustrated. New York: D. C. Heath and Company.

This is No. 8 in the "Contemporary Spanish Series," edited by Professor Federico de Onís of Columbia University. It is a collection of twenty-four short stories, suitable for intermediate classes in Spanish, selected from the works of some twenty-one Spanish-American writers, of whom all but three— Ricardo Palma, Riva Palacio and Rafael Delgado—are contemporary writers. Among the authors are Horacio Quiroga, Manuel Ugarte, Amado Nervo, Javier de Viana, and Jesús Castellanos; among the countries represented are Argentina, Uruguay, Paraguay, Chile, Peru, Ecuador, Venezuela, Costa Rica, Mexico, and Cuba. Mr. Wilkins, the editor, is one of the best that could have been chosen for the task: he combines enthusiasm with scholarship, experience in classes and in the supervision of teachers with an unusual experience in textbook-making. The usual stilted notes and exercises are missing from this book—Mr. Wilkins rarely indulges in the usual. In their place we find well-planned modern material based on each story, in which are combined: study of idioms and of grammar and syntax; drill in the use of verb-forms; vocabulary-building; and oral and written composition. Full notes are included. The vocabulary is complete and accurate. Dr. de Onís, the general editor of the series, has provided one of his noteworthy critical introductions, an essay in Spanish on the short story in Spanish America, with a select bibliography of Spanish-American short stories. In illustrations, printing, paper, etc. the volume corresponds to the Heath standard.

"Antología de cuentos americanos" is a most valuable addition to an already notable list.

THE LAWS OF HEALTH AND HOW TO TEACH THEM. By Dr. Charles Edward Amory Winslow, Yale School of Medicine, and Pauline Brooks Williamson, State Department of Education, Virginia. Cloth. Illustrated. 355 pages. New York, Atlanta, Chicago: Charles E. Merrill Company.

The Winslow-Williamson combination brings together one of the leading modern scientific medical authorities of the country and one of the most skilful teacher-artists of the day, and they produce a book authoritative as to information, thoroughly pedagogical and attractive in its literary approach. One of the high-spot features of the book is the elimination of all trace of propaganda which inevitably crept into a new school subject which became so suddenly popular.

We have followed the evolution of the "temperance physiologies" of Mary H. Hunt fifty years ago through its wonderfully successful propaganda career, the most remarkable and practically the only school propaganda that has ever achieved national political action, on through the various stages with intense interest. The only committee of the National Education Association upon which we have consented to serve is that which has magnified the health crusade. We refer to this as evidence of the interest we have, and have always had, in educational health promotion.

"The Laws of Health and How to Teach Them" is a highly significant title to a wholesome and attractive book, every way reliable and abundantly inspirational. It also abounds in outlines, programs, projects, games, exercises and other aids which relieve the busy teacher of today from the necessity of racking her brain to invent ways and means of interesting the class.

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TREND OF THE TIMES

Denmark Destroys Lusitania Destroyer

The German submarine U-20, supposed to have destroyed the Lusitania, (torpedoed and sunk off the Irish coast, May 7, 1915, with a loss of 1,206 persons) was recently blown up at Veilby Beach on the West Jutland coast by order of the Danish admiralty. Explosives to the amount of nearly a ton were used in destroying the submarine, whose conning tower had been sticking out of the water since November, 1916.

Nation Faces Extensive Coal Strike

By way of arousing the periodic panic over coal, John L. Lewis, head of the United Mine Workers, ordered 158,000 anthracite miners to quit work September 1, despite efforts that were in progress for a resumption of negotiations between union representatives and the mine operators. A strike in the unionized portion of the soft coal fields also looms. Owing to the increasing use of oil, coke and other substitutes for coal, particularly in household heating, the market for anthracite coal has been hard hit, and about four months' supply is estimated to be mined and in storage. The miners, in the hard coal section of Pennsylvania, demand increased pay and institution of the check-off, by which union dues are automatically collected before the worker receives his pay envelope. Miners' wages have advanced from 24 cents an hour in 1914 to 83 cents, being higher even than at the peak of industrial prosperity in 1920. Wages in nearly all lines have decreased since 1920.

President Has Spent Busy Vacation

While nominally spending the summer at Swampscott, Mass., President Coolidge has made many side trips, including two visits to his father at Plymouth, Vt., inspection of a cemetery in Watertown where several of his ancestors are buried, participation in parades in Cambridge, Quincy and old Plymouth (arriving at the latter place in the modern "Mayflower," the presidential yacht). Last Saturday he reviewed the citizen-soldiers in training camp at Devens, where his son John passed before him as one of the rookies. The President announced that he would hold open house for the public during the remainder of his stay at the summer capitol.

He has found time for many conferences with Cabinet members and others on national affairs during his vacation.

Two Major Tragedies of the Summer

A boiler explosion on board the steamer Mackinac, off Newport, R. I., August 18, caused the loss of fifty-two lives, the disaster thus turning out to be more deadly than the collapse of the Pickwick Club building in Boston, July 4, when forty-four persons were killed.

In the Pickwick case, a grand jury indicted a dozen individuals for manslaughter, but upon trial all were found not guilty.

Federal investigation of the Mackinac tragedy has led to charges of negligence being placed by the commerce department's steamboat inspection service against the shipmaster and the engineer, on the ground that they allowed the boilers to become unsafe and the steamship to be used for carrying passengers when known to be unsafe. Further hearings before federal and state authorities are expected.

Increase Shown In Auto Registrations

Motor vehicle registrations in the United States totaled 17,548,377 on July 1, 1925, a gain of 13.7 per cent. over the previous year. It is estimated that there will be close to 19,000,000 registrations by the end of 1925. New York ranks first, California second, and Ohio third. Florida has the largest percentage gain, 51.2 per cent.

Storm-Proof Cable Connects New York-Chicago

The construction of an 861-mile telephone cable, the longest in the world, which connects New York and Chicago and furnishes telephone service practically free from storm hazards, has been completed. The cable, begun seven years ago, is equivalent to ten open pole wire lines of the usual type, and will handle 250 telephone messages and 500 telegraph messages at the same time. When fully equipped the cable will represent an investment of $25,000,000. The cable is two and five-eighths inches in diameter and the 717 miles of aerial sections are supported by about 35,700 poles, with 144 miles in underground conduits. There is a total of 447,000 miles of wire contained in the cable.

Chinese Puzzle Presses for Solution

Anti-foreign disturbances in parts of China have been noted since early in June, when labor troubles arose in a Japanese-owned factory in Shanghai. Students took sides with the workers to the extent of making sympathetic speeches. British police fired into a crowd of students, killing a number of them and wounding others. A spirit of revolt against foreign interference has been in evidence throughout many parts of China since that event, and there have been various ugly outbreaks. Some American business men and missionaries have returned to this country owing to the tense situation.

A conference on Chinese problems is to be held at Johns Hopkins University, Baltimore, September 17 to 20. Among the matters to be discussed are: Foreign customs control in China; industrial interests and Chinese labor; treaty rights of mission interests in China; and the safeguarding of loans and investments. The list of 126 persons sponsoring the conference contains the names of diplomatists, financiers, college presidents, business men and welfare workers.

Bad Weather Blocks MacMillan Polar Flight

The joint polar exploration expedition of the United States Navy and the National Geographic Society, headed by Lieutenant Donald MacMillan, has encountered bad weather and has been ordered to give up its project of discovering new lands around the pole. Last week the party was reported stormbound and therefore forced to halt on its way south from Etah, Greenland. It is understood that the expedition will make scientific investigation of regions already known. One of the first objectives is study of the ancient Norse ruins at Gothaven, Greenland.

The polar adventure of the Norwegian, Roald Amundsen, last May, ended in the return of the explorer and his companions after being lost for several weeks. Amundsen stated upon his return that an airplane is not

practicable for Arctic exploration. He recommends the use of dirigibles.

Possible Reservoir of Prehistoric Life

A copyrighted story in the New York Times tells of the discovery in northern Rhodesia of a limestone pit about 100 yards in diameter, with precipitous sides and of unfathomed depth, in which natives believe are living creatures unlike any to be found elsewhere. Professor G. Elliot Smith, professor of anatomy at London University, expressed the view that it was highly probable that representatives of prehistoric mammals may be living in the pit. If so, the records of animal history found in fossils may be confirmed by the discovery of living creatures. The pit is such that no animal within it could reach the top and none outside could do harm to the creatures within the pocket.

Women Who Work

South Carolina has a greater percentage of women working than any other state. More than one-third earn their own living. The least percentage of women working is found in West Virginia, where about one-ninth of all women earn their living. Rhode Island pays the highest median wage to women, $16.85 a week. The lowest median wage is $8.80 in Alabama. In general, where wages are lower, hours of work are longer, and vice versa.

Worked Hard At Self-Education

To supplant his scant schooling, John T. McIntyre, author of "A Young Man's Fancy," says that between the ages of eleven and thirty he read about a thousand tons of printed matter of all descriptions. At one time, charmed by the beauties of Robert Louis Stevenson's "Inland Voyage," he copied the whole book in longhand, word for word, down to the last comma. This helped him to improve his literary style, he claims.

"Invisible" Finger Prints Now Photographed

A camera that will take photographs of fingerprints, not visible to the naked eye, has been obtained by the Lynn, Mass., police. The camera can be focused in such a manner that the lens is held against the print, which is illuminated by a special electric light, installed in the camera. This permits the photography of "invisible" finger prints. It is claimed this camera can be used for other photographic work.

Engineers Tame Arkansas River

The turbulent Arkansas River, which in June, 1921, overflowed its banks in an angry flood, wreaking $30,000,000 damage on the surrounding countryside and taking a hundred lives, has been turned from its old natural channel into a man-made passageway, lined with concrete levees. Engineers state there will be no recurrence of the devastating flood disaster.

Court Rules Armenians Not Asiatics

Federal Judge G. E. Wolverton recently ruled that Armenians are eligible to naturalization as American citizens. His decision was handed down in a test case in which the United States government contended that Armenians are of Asiatic descent and therefore not eligible to naturalization.

Large Savings by All-Water Route

Nearly $50,000 in freights was saved by a recent shipment of a cargo of flaxseed by an all-water route from Port Arthur, Ont., to Milwaukee, according to the Great Lakes-St. Lawrence Tidewater Association. The report was issued to show the possibilities of the proposed St. Lawrence deep waterway.

Large Fund for Charitable Work

William J. Conners, Sr., wealthy industrialist and newspaper proprietor, announces the establishment of a foundation for charitable work in Buffalo, N. Y., to which he has given $1,000,000. He expects in the near future to raise this to $5,000,000. A committee to have control, with Mr. Conners, of handling the fund, was chosen on the basis of two Protestants, two Roman Catholics, and two Jews. Mr. Conners started to make a career for himself at the age of thirteen as a porter on a lake steamer.

Sargent Paintings Break Selling Record

The first day's sale of 240 paintings by the late John Singer Sargent at Christie's auction rooms, London, Eng., realized about $730,000, one of the largest sums ever netted at Christie's in one day for one artist's work. Seventy-eight drawings sold for $257,000. The highest price paid was 7,000 guineas, about $35,000, for "San Vigilo," a boat with golden sail. Many fashionable folk, including numerous Americans, attended the sale.

Rural Children To Be Examined

The Pennsylvania state department of health has placed in operation a plan by which it hopes to have every child in a large number of counties in that state physically fit when he enters school this fall. A health and dental motor car, in charge of experts, will visit the counties this summer. Parents of children of school age will be notified when and where their children can be examined. After the children's physical defects have been diagnosed, they then will be turned over to the local physician for treatment.

Toads Wanted, Man Gets Plenty

A Franklin, Pa., resident advertised that he would pay ten cents apiece for all the toads brought to his home. He explained that his grounds were overrun with black ants. Boys came by the dozens, then scores, and of toads there were all varieties and sizes. A checkup showed that 300 were delivered and paid for before the appropriation ran out.

New Test for Tuberculin

Professor Edmond R. Long of the University of Chicago pathological department announces the discovery of a new test for the accurate measurement of tuberculin, a biological product used in the treatment of tuberculosis in man and beast. Great difficulty in the measurement of this curative substance exists because it is not a chemical, its exact nature being in fact unknown. It will be presented next fall to the League of Nations, which is to select a standard tuberculin test.

School Salesmen Replace Truant Officers

School authorities in Harrisburg, Pa., announce that truant officers have been replaced by "school salesmen." When children "bag school" or are detained at home by their parents instead of sending a truant officer to arrest the parents, one of the "school salesmen" is sent to the home to point out the benefits of an education and what fine facilities for getting an education are offered by the city school system. Selling schools to parents in this manner, it is claimed, is so successful that many of the parents get a desire to go back to school. Enrollment in the city night schools is growing.

EDUCATION IN ACTION

College Attendance Grows Faster Than Population

Increase in registration in colleges and universities in the United States during the last year is paralleled by increases in gifts and expansion of grounds and buildings.

Eighty of the most important colleges and universities alone offered their educational wares to almost 500,000 customers. Eighty-three of the leading colleges and universities had 235,248 students, this being 15,299 more than the previous year.

This list contains only those students who have no present occupation besides going to college, and is fairly representative, as it includes small denominational colleges, state universities, small co-educational colleges, and colleges exclusively for women.

In this group the increase in attendance for the last year was six and one-half per cent. Although this increase is not as large as in the period immediately following the war, it is much larger than the increase in population.

An increasing tendency of students to concentrate in the larger institutions is noted. At the University of Illinois an attendance of 25,000 may be realized in the near future.

Skidmore's President Is H. T. Moore of Dartmouth

Professor Henry T. Moore of Dartmouth has been elected to the presidency of Skidmore College, according to an announcement recently made by the trustees at Saratoga Springs, N. Y. Professor Moore succeeds the late Dr. Charles H. Keyes. Professor Moore has been head of the department of psychology of Dartmouth. In July he was elected to a professorship at the University of Michigan, from which he has asked a release. He had war service as a psychologist and is the author of several books. He is thirty-nine years old.

Virginia Has Phenomenal High School Growth

The enrollment in standard four-year high schools in Virginia has increased 351 per cent. and the number of high school graduates 345 per cent. during the thirteen years in which the State Board of Education has attempted to rate the high schools of Virginia, according to State Superintendent Harris Hart. That the percentage of high school graduates has about kept pace with the gain in enrollment during these years of expansion is regarded as exceptional. Early last spring the State Department of Education forecast a graduating class this year in the high schools of the state of approximately 6,500. The number turned out to be 6,633, or 767 more graduates than received diplomas from the high schools of the Commonwealth the year before.

Setback for Weekday Religious Instruction

Interest attaches to the ruling of Justice Albert H. F. Seeger at White Plains, N. Y., forbidding the school board of Mt. Vernon to allow children in the grades to take forty-five minutes off each week for religious instruction in their respective churches.

For three months the Mt. Vernon school board had allowed parents to take their children out of school for religious training forty-five minutes a week. The children attended special classes provided by some of the churches.

Lawrence B. Stein of Mt. Vernon, a member of the Freethinkers Society of New York, fought the practice on the ground that it was contrary to the state constitution which forbids the joining of church and state. Clarence Darrow, well-known attorney who led the defence of John T. Scopes at Dayton, Tenn., agreed to aid in pressing the case against the Mt. Vernon school authorities if appeal were taken from Judge Seeger's ruling.

The movement for week-day religious education through co-operation of schools and churches thus receives a severe setback while still in its experimental stage. In many communities the plan is working without audible protest.

Bible Study Credits Given in 19 States

Rev. W. A. Squires of the Presbyterian Board of Christian Education, Philadelphia, reports that nineteen states now officially sanction the crediting in high schools of Bible study. The actual increase in this phase of education, he declared, has been approximately 300 per cent. since 1917.

Education Down, Paving Up

In face of 500 additional enrollment and the opening of a new junior and senior high school, the board of education of Sioux City, Iowa, voted to reduce its 1924-25 budget by $100,000. The same day this announcement was made, word came from the same city that the cost of street paving had advanced sharply, the lowest bid on one project being $2.09 a square yard.

New College Will Carry Education to Working People

A new college has been chartered by the State of Ohio, to be located in Cleveland and to be known as Cleveland College. The institution will offer work in liberal arts and sciences and special courses in business administration and in chemistry in the late afternoons and evenings for the benefit of those who, because they are employed in the daytime or for other reasons, cannot attend college in the ordinary way.

Teaching of the new college will be done by members of the faculties of Western Reserve University and Case School of Applied Science. Standards will be exactly as high as those which have always been maintained by Reserve and Case. Cleveland College will grant three degrees: bachelor of arts, bachelor of science and bachelor of business administration. Students who wish to work for degrees must present the same qualifications that would be required to enter Case or Reserve. Men and women twenty-one years of age or over will generally be admitted to such courses as their preparation and maturity seem to warrant. The new college will be co-educational.

Dr. Winfred G. Leutner, university dean of Western Reserve University, will be acting director of the new college. First classes will begin September 29.

Larger Facilities for Romance Language Study

Columbia University will open this fall with a largely increased staff in French, Italian and Spanish. This is in answer to a constantly growing demand for instruction in Romance languages. Columbia continued the practice, this summer, of offering instruction in these studies at the hands of foreign professors at the summer school. A reciprocal arrangement has been made between Columbia and the University of Rome, whereby work done at one of these institutions will be credited for a degree at the other. Valuable additions to the foreign books in Columbia's library have just been announced.

Oxford Courses Attracted Many

An unusually large number of Americans went to Oxford this year for the university extension meeting, the Oxford equivalent of the American summer school. The subject of the meeting was "The Drama, Ancient, Medieval and Modern." Lectures, conferences and actual stage performances were part of the course. The most notable speakers were Professor Gilbert Murray, John Masefield, Professor Lascelles Abercrombie and M. Constantine Nabokoff of Leningrad University.

Unusual Art Work

The application of color to wood carving has been made with striking effectiveness by a twenty-year-old artist, Miss Lettice Apperly, in London. Her portrait figures are less than a foot high, yet are said to be so delicately done that the facial resemblances are perfect. She has carved and painted statuettes of several famous stage people, including George Arliss, Margaret Bannerman and Jose Collins.

Memorial Building Planned for University of Wisconsin

University of Wisconsin is to commence construction in November on the first or central unit of a Memorial Union building, which is believed to be the most carefully studied union in the country. It will be located on the shore of Lake Mendota, and will combine the functions of a memorial to students of the university who fought in the World War and previous wars, with a union for men students. The cost of the structure will be $1,300,000.

Teachers' College Reduces Number of "Crammers"

The summer session of Northern State Teachers' College, Aberdeen, South Dakota, enrolled something over 1,100 students, nearly all of whom were experienced teachers. In former years about half the students have been taking review subjects with a view to passing state examinations. That group was reduced to about 100 this summer, the places being taken by more mature people with experience in teaching.

Immigrant Climbs to Top at Penn State

Restricting himself to only two and three hours' sleep each night in order to attain his ambition for a graduate degree in American scientific agriculture, Peter Dutko, a Czechoslovakian, who landed penniless in Philadelphia two years ago, received the degree of Master of Science in Animal Husbandry at the Pennsylvania State College commencement in June of this year.

Unable to speak English, though master of five other languages, when he came to the United States, the thirty-year-old Czech resolved to teach himself the language. He worked in the anthracite mines in Mayfield until he saved enough money to enter Penn State. He entered last fall as a graduate student, having enough credits as a graduate of an agricultural college in Czechoslovakia.

Although at first he could hardly understand the lectures of his professors, he stuck to his task, worked

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until 3 and 4 o'clock every morning over his books and finished the year an honor student.

W. H. Slayton Heads Schools of Waltham, Mass.

The untimely death of Superintendent Harry H. Lowry of Waltham, Mass., in July, after an operation for appendicitis, ended a most useful career. Though Mr. Lowry had been in Waltham but a year, it had been a busy and fruitful year.

The new superintendent at Waltham is William H. Slayton, well-known throughout the Granite State, where he has been in school work for the past twenty-five years. Mr. Slayton resigned the superintendency at Portsmouth to accept the Waltham position.

Barnard Offers Wider Range of Choice for Students

Barnard College, New York, is to have a new curriculum which will give students a much wider field in choice of subjects. Miss Virginia C. Gildersleeve declares that it is no longer possible to prescribe for all students specific subjects and courses. She says: "If properly administered, the new plan will really amount almost to the prescription of a curriculum for each student individually, rather than the prescription of a curriculum for the college as a whole. It will certainly enable us to adapt the courses in a more elastic way to the abilities and the requirements of each student."

One hundred school boys and girls in Sioux City, Iowa, and vicinity, earned about $100 in three weeks, killing ten thousand cabbage butterflies. Medals were given in addition to cash to those scoring the highest killing records.

Owing to an invention made at the agricultural college of the University of Wisconsin, hay is made with a high powered hot air fan. From mowing to mow is a matter of only eight hours. Weather troubles are largely eliminated and the labor problem simplified.

The public playgrounds of Davenport, Iowa, were utilized by more than 10,000 in a single week.

Rev. Paul McClelland, formerly president of Drew Seminary for Young Women at Carmel, N. Y., has been elected president of Illinois Woman's College at Jacksonville. He succeeds Dr. J. R. Harker, who resigned.

George T. Smart, vice-president of Wheaton College at Norton, Mass., has been made acting president since the death of President Cole.

Something new under the sun has been discovered in the person of one J. C. White, who took two months off from office work in Kansas City to attend the summer school of Kansas State Teachers College at Emporia. Mr. White's peculiarity is summed up in these two statements attributed to him: "Going to school is recreation to me. Before I was grown I ran away from work to attend school."

The Frances Shriner School for Girls at Mt. Carmel, Ill., received a gift of $18,000.

Harvard Summer School enrolled 2,470 students, or more than ever before in its history.

BOSTON PUBLIC SCHOOLS: The school term will begin on Tuesday, September 15, 1925. Teachers and members of the supervising staff are required to report for duty on Monday, September 14, 1925.

Examinations for admission to The Teachers College (college section) and to the Latin and day high schools will be held as follows:—

THE TEACHERS COLLEGE. For admission to the **one-year course open to graduates of approved colleges and universities**—on Friday, September 18, 1925, at 9 o'clock, A. M., at The Teachers College, Huntington avenue, near Longwood avenue.

LATIN SCHOOLS: (For admission to the six-year course): On Monday, September 14, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course:

Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools will be examined **only** on September 18, at the place and in the subjects indicated under High Schools, below:

HIGH SCHOOLS: On Friday, September 18, 1925, at 9 o'clock, A. M. Boys and girls will be examined at The Teachers College, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling; Grammar and Composition; History and Civil Government of the United States; Geography and Arithmetic.

ELLEN M. CRONIN,
Secretary, School Committee,
15 Beacon street, Boston.

A CORRECTION.

Journal of Education,

Gentlemen: I notice by your issue of July 16, that W. T. Longshore was elected president of the Department of Elementary School Principals for this year. This is an error. The newly elected officers for 1925-1926 are: President, Ide G. Sargeant, Paterson, N. J.; first vice-president, Helen V. Shove, Longfellow School, Minneapolis, Minn.; second vice-president, J. S. Nants, Bates School, St. Louis, Mo.; third vice-president, J. D. Williams, Woodlawn School, Birmingham, Ala.; secretary, E. Ruth Pyrtle, McKinley School, Lincoln, Neb.; treasurer, Courtland V. Davis, J. E. B. Stewart School, Norfolk, Virginia; member executive committee, Jessie M. Fink, Palmer School, Grand Rapids, Michigan.

Very truly yours,
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GRINS BETWEEN GRINDS

Johnny—"Grandpa, can you help me with this problem?"

Grandpa—"I could, dear, but I don't think it would be right."

Johnny—"I don't suppose it would, but take a shot at it, anyway."

—

Look Closely

The Professor—"Ladies and gentlemen, I am now about to make an attempt to divide the atom. The experiment, if successful, may be quite harmless. On the other hand it may blow this building out of existence. I appeal to your sporting instincts to give me a sympathetic attention."—London Punch.

—

Letting the Cat Out

Mistress—"Who broke that china jug?"

New Maid—"The cat, mum."

Mistress—"What cat?"

Maid—"Why, ain't we got one?"—Moonshine.

—

Some Mistake Somewhere

"Why, pa, this is roast beef!" exclaimed little Willie at dinner one evening when a guest of honor was present.

"Of course," said his father. "What of that?"

"Why, you told ma this morning that you were going to bring a muttonhead home for dinner this evening."—Stray Stories.

—

Penetration

The teacher had been explaining fractions to her class. Wishing to see how much light had been shed, she inquired: "Now, Bobby, which would you rather have, one apple or two halves?"

"Two halves."

"Oh, Bobby," exclaimed the teacher, a little disappointedly, "why would you prefer two halves?"

"Then I could see whether it was bad inside."—Youngstown Journal.

—

Practical Chemistry

Chemistry Professor—"Name three articles containing starch."

Student—"Two cuffs and a collar."—Epworth Herald.

When the School Board Visited

Teacher—"Who signed the Magna Charta?"

Pupil—"Please, sir, 'twasn't me."

Teacher (disgusted)—"Oh, take your seat."

Member school board—"Here, call that boy back. I don't like his manner. I believe he did do it!"

—

A Terrible Confession

She (tearfully)—"You know, I feel dreadfully responsible about losing that football game."

He—"Why so?"

She—"I cheered once at the wrong time."—Life.

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—

Professor O. R. Sweeney, head of the chemical engineering department at Iowa State College, announces the manufacture of a fine quality paper from corn stalks.

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State Teachers' College at Durant, Oklahoma, had a summer school enrollment of 2,500.

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MEETINGS TO BE HELD

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis.
Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start. Kansas State Teachers College, Hays, Kans.

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5-7: West Virginia State Education Association, Huntington, West Virginia, W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

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